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ABSTRACT

This book draws on findings from a 2-year study that followed ten children with Down syndrome (ages 3-10) across 13 classrooms and accounts of high-school aged students with Down syndrome, in order to provide a detailed picture of schooling, Down syndrome, and disability. Chapter 1 provides an overview of the contrasting cultural images of individuals with Down syndrome, the moral frameworks from which these representations stem, and the way they translate into current educational practices. Chapter 2 outlines the history of community banishment of people with disabilities. Chapter 3 depicts current school segregation of students with Down syndrome and uncovers a commutative law positioning Down syndrome as a primary societal image of mental retardation. Chapter 4 describes inclusive classrooms that resist the cultural devaluation of students with Down syndrome. Chapters 5 and 6 discuss how establishing valued community connections leads students with Down syndrome toward citizenship in "classroom-literate" communities and leads to a reinterpretation of problem behaviors associated with Down syndrome and disability. The concluding chapter discusses the meaning of citizenship in the school lives of students with Down syndrome and calls for the elimination of segregated schooling. (Contains approximately 300 references.) (CR)

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